

## OVERVIEW

ESSEX

WEST ORANGE TOWN

WASHINGTON ELEMENTARY SCHOOL

289 MAIN ST

W ORANGE, NJ 07052-5615

GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

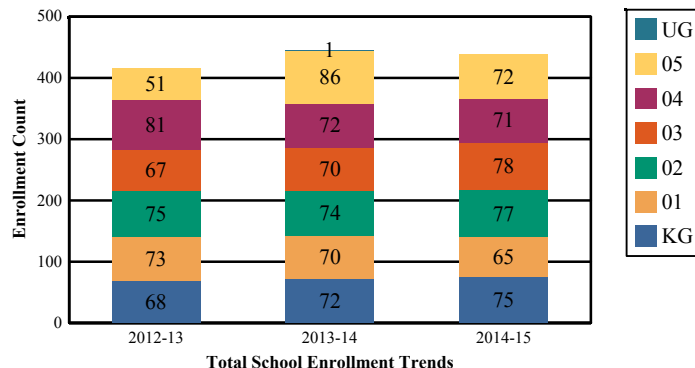
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Enrollment by Grade

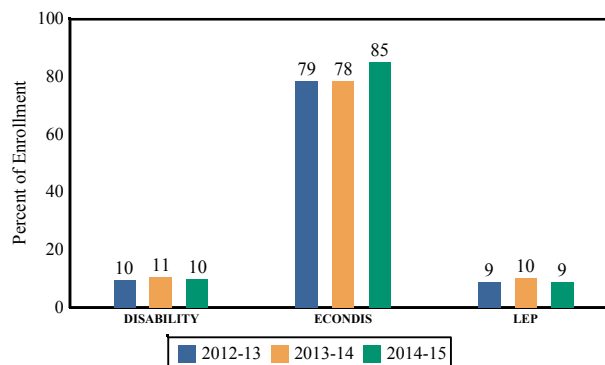
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

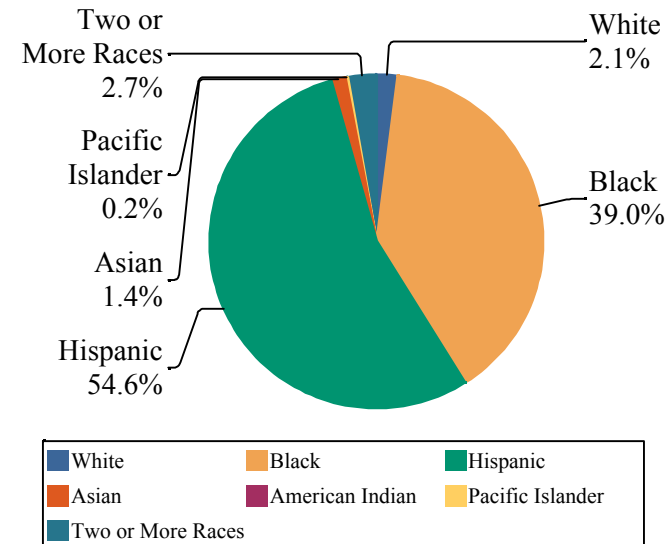


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	43	10%
Economically Disadvantaged Students	372	84.9%
English Language Learners	38	8.7%

Enrollment by Ethnic/Racial Subgroup

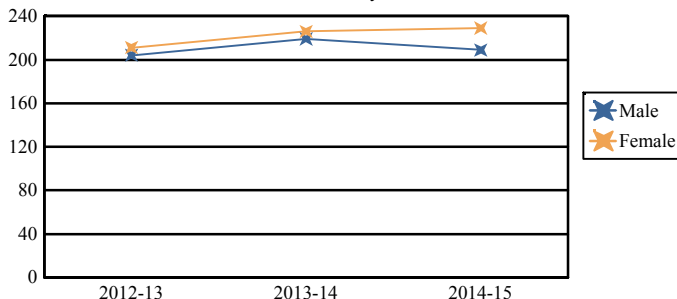
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	415
2013-14	445
2014-15	438

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	204	211
2013-14	219	226
2014-15	209	229

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	60.9%
Spanish	34.4%
Creoles and pidgins, French-based	2.0%
Haitian Creole	0.7%
Amharic	0.5%
Gujarati	0.5%
Other	1.1%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	36%	78	21
Math Met or Exceeded Expectation	38%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	214	35.5%	95%	92.7%	YES*
White	-	-	--	--	--
African American	81	35.8%	95%	90.1%	YES*
Hispanic	117	34.2%	95%	94.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	181	32.6%	95%	93.6%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	214	38.3%	95%	92.8%	YES*
White	-	-	--	--	--
African American	81	35.8%	95%	90.1%	YES*
Hispanic	117	41%	95%	94.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	20.5%	95%	86.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	181	38.1%	95%	93.6%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	737	744	10%	26%	29%	34%	1%	36%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	30	746	725	3%	27%	27%	40%	3%	43%	26%
Hispanic	39	730	727	15%	23%	33%	28%	0%	28%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	57	734	724	11%	28%	32%	28%	2%	30%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	746	751	6%	8%	42%	39%	5%	44%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	27	746	733	4%	11%	52%	30%	4%	33%	30%
Hispanic	34	746	737	9%	6%	32%	47%	6%	53%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	11	726	725	18%	18%	45%	18%	0%	18%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	56	745	734	7%	7%	43%	38%	5%	43%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	735	751	9%	28%	34%	29%	0%	29%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	24	738	734	4%	29%	38%	29%	0%	29%	31%
Hispanic	44	732	737	11%	30%	34%	25%	0%	25%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	68	733	734	10%	29%	34%	26%	0%	26%	31%



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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	748	746	0%	14%	45%	40%	1%	41%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	30	751	728	0%	10%	40%	47%	3%	50%	25%
Hispanic	39	746	733	0%	18%	44%	38%	0%	38%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	57	746	730	0%	14%	46%	40%	0%	40%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	741	744	6%	18%	32%	42%	2%	44%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	27	740	727	4%	30%	37%	26%	4%	30%	20%
Hispanic	34	743	732	9%	9%	26%	56%	0%	56%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	719	724	18%	27%	18%	36%	0%	36%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	56	741	730	7%	18%	30%	43%	2%	45%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	740	744	4%	16%	48%	29%	3%	32%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	24	742	728	0%	21%	54%	21%	4%	25%	21%
Hispanic	44	738	733	5%	16%	48%	32%	0%	32%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	22	729	724	14%	23%	45%	18%	0%	18%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	68	739	731	4%	15%	50%	29%	1%	31%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

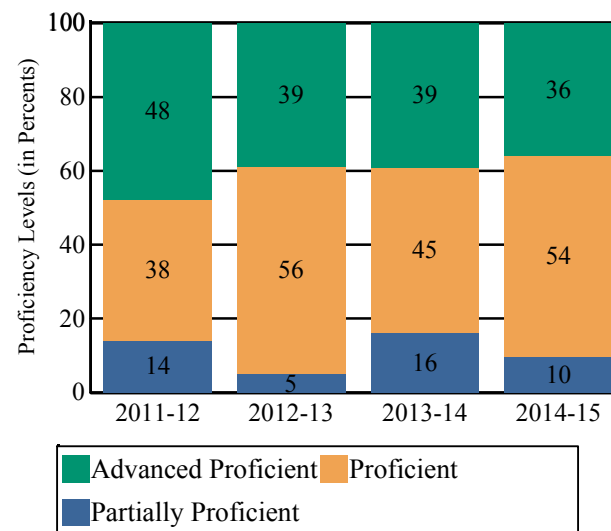
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	54%	10%
White	-	-	-
African American	26%	62%	12%
Hispanic	44%	47%	8%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	21%	57%	21%
English Language Learners	-	-	-
Economically Disadvantaged Students	40%	52%	8%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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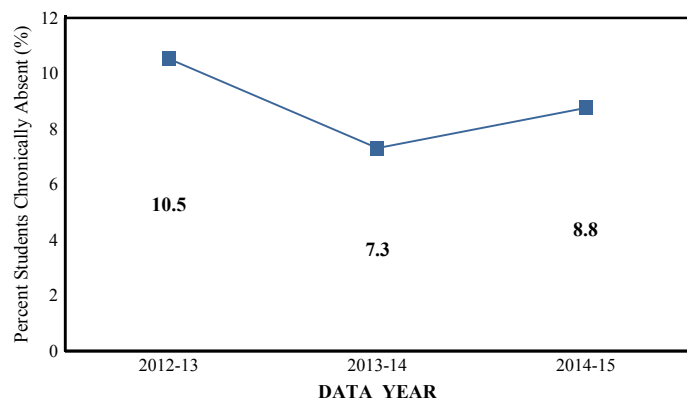
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

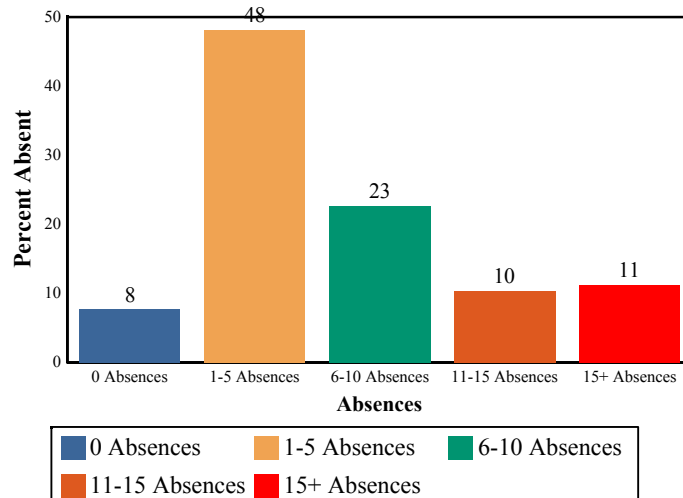


**Chronic Absenteeism for 2014-15**

**8.76%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	40	34	15	35	YES
Student Growth on Math	50	64	44	35	YES
		49	30		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	0%	0%
Partially Met	11%	5%	1%
Approached	15%	13%	10%
Met	9%	16%	10%
Exceeded	0%	0%	3%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	8%	5%	3%
Approached	12%	17%	12%
Met	11%	14%	11%
Exceeded	0%	0%	2%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	758	770
50th	740	743
25th	718	715
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	761	767
50th	746	745
25th	734	722
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	45



### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	759	773
50th	747	750
25th	732	728
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	757	773
50th	736	751
25th	717	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

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#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	756	764
50th	741	742
25th	725	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	753	763
50th	738	743
25th	728	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	40

## SCHOOL CLIMATE

ESSEX

WEST ORANGE TOWN

## State of New Jersey

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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 38 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	1.8%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	438

### SCHOOL PEER GROUP

ESSEX

WEST ORANGE TOWN

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	<b>SOUTH MAIN STREET ELEMENTARY SCHOOL</b>	01-4180-095	KG-05	88.9%	7.1%	12.4%
BERGEN	CLIFFSIDE PARK BORO	<b>SCHOOL #3</b>	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	FAIRVIEW BORO	<b>NUMBER THREE SCHOOL</b>	03-1470-080	KG-03	86.1%	17.8%	13.7%
BERGEN	HACKENSACK CITY	<b>JACKSON AVENUE</b>	03-1860-120	PK-04	83.6%	12.7%	7.9%
CAMDEN	CAMDEN CITY	<b>HARRY C. SHARP ELEMENTARY SCHOOL</b>	07-0680-300	PK-06	86.8%	9.1%	12.3%
CAPE MAY	WILDWOOD CITY	<b>GLENWOOD AVE ELEMENTARY SCHOOL</b>	09-5790-060	PK-05	85.7%	24.7%	15.3%
CHARTERS	CAMDEN'S PRIDE CHARTER SCHHOL	<b>CAMDEN'S PRIDE CHARTER SCHOOL</b>	80-6024-906	KG-04	82.4%	6.7%	5.9%
CHARTERS	EAST ORANGE COMMUNITY CS	<b>EAST ORANGE COMMUNITY CHARTER SCHOOL</b>	80-6410-920	KG-04	84.9%	0%	6.7%
CHARTERS	NEWARK EDUCATORS CHARTER SCHOOL	<b>NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL</b>	80-6029-911	PK-05	92%	4.5%	14.7%
CHARTERS	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	<b>PATERSON ARTS AND SCIENCE CHARTER SCHOOL</b>	80-6096-982	KG-06	81.9%	3.1%	4.3%
CUMBERLANI	MILLVILLE CITY	<b>R. D. WOOD ELEMENTARY SCHOOL</b>	11-3230-090	KG-05	94%	0%	15.4%
CUMBERLANI	VINELAND CITY	<b>JOHNSTONE ELEMENTARY SCHOOL</b>	11-5390-120	KG-05	79.8%	38.4%	13.3%
CUMBERLANI	VINELAND CITY	<b>MAX LEUCHTER</b>	11-5390-160	KG-05	86.2%	6.9%	9.7%
ESSEX	CITY OF ORANGE TWP	<b>FOREST STREET ELEMENTARY SCHOOL</b>	13-3880-080	PK-07	85.2%	9.8%	7.6%
ESSEX	EAST ORANGE	<b>BENJAMIN BANNEKER ACADEMY</b>	13-1210-093	PK-05	81.6%	12.4%	6.4%
ESSEX	EAST ORANGE	<b>DIONNE WARWICK INSTITUTE</b>	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	<b>ECOLE TOUSSAINT LOUVERTURE</b>	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	<b>GORDON PARKS ACADEMY</b>	13-1210-130	PK-05	91.8%	0%	13.6%
ESSEX	EAST ORANGE	<b>MILDRED BARRY GARVIN ELEMENTARY</b>	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	<b>GROVE STREET SCHOOL</b>	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	IRVINGTON TOWNSHIP	<b>MADISON AT CHANCELLOR SOUTH</b>	13-2330-120	KG-05	77.1%	11.5%	1.3%

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**SCHOOL PEER GROUP**

ESSEX  
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ESSEX	IRVINGTON TOWNSHIP	MT. VERNON AVENUE SCHOOL	13-2330-131	PK-05	83.3%	7.4%	4.1%
ESSEX	IRVINGTON TOWNSHIP	THURGOOD MARSHALL SCHOOL	13-2330-125	PK-05	81.4%	12.7%	8.2%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY ELEMENTARY SCHOOL	13-2330-136	KG-05	83.2%	9.2%	5.7%
ESSEX	NEWARK CITY	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	13-3570-430	PK-04	82.7%	35.8%	19%
ESSEX	WEST ORANGE TOWN	WASHINGTON ELEMENTARY SCHOOL	13-5680-180	KG-05	84.9%	8.7%	9.6%
HUDSON	JERSEY CITY	ALEXANDER D. SULLIVAN SCHOOL	17-2390-320	PK-05	83.7%	20.6%	10.3%
MERCER	TRENTON CITY	P.J. HILL ELEMENTARY	21-5210-265	KG-05	93.1%	3.3%	17.5%
MIDDLESEX	PERTH AMBOY CITY	ROBERT N. WILENTZ ELEMENTARY SCHOOL	23-4090-200	KG-04	76.1%	26.2%	6.9%
MORRIS	DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	27-1110-070	PK-06	78.1%	14.3%	4.5%
PASSAIC	PATERSON CITY	EDWARD W KILPATRICK	31-4010-047	PK-04	83.5%	12.4%	10.2%